

# NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD

## SAFE PHYSICAL INTERVENTION

AS 27.0  
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### **POLICY:**

The NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD is committed to creating stimulating and nurturing learning environments for all the students entrusted to its care. The Catholic school community respects, builds upon and indeed celebrates the uniqueness of the individual who is created in God's image.

Every effort is made to guide students through the use of positive classroom and behaviour management. Behaviour management is an ongoing process that requires different levels of intervention, when different levels of at-risk behaviour are demonstrated. The more critical of these levels occurs when an individual becomes physically aggressive in a manner that would predictably threaten his/her safety or the personal safety of others. At that level, staff members need to determine appropriate strategies to deal with the situation successfully.

It is the policy of the Nipissing-Parry Sound Catholic District School Board (DSB) that the use of physical intervention with students is the last and most restrictive procedure in a hierarchy of behaviour management strategies. Therefore, it is only to be used as a last resort, where someone's safety is at risk, and after other less intrusive interventions that may be appropriate have been first considered and implemented.

These guidelines are intended to provide schools with a procedure for managing violent and aggressive behaviour of all students, especially those who may require physical intervention, including students with special needs.

### **GUIDELINES**

#### **1.0 DEFINITION OF 'PHYSICAL INTERVENTION'**

For the purpose of these guidelines, ***physical intervention*** is defined as the physical control of a student by one or more persons to safely restrict the movement of a student, using one of a variety of holding techniques, with the least amount of force necessary to inhibit the ability of the student to move freely. This may include: blocks, releases and containments.

#### **2.0 CRISIS PREVENTION**

To reduce the need to use physical intervention, every effort must be made by staff to prevent the escalation of negative behaviour to the crisis stage.

##### **2.1 Strategies**

- 2.1.1** The first step in promoting a climate of appropriate student conduct is the development of a **Code of Conduct** – please refer to the Safe Schools Policies, Procedures and Resources Manual – Section Q: Code of Conduct.

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<p><b>2.1.2</b> Intervention principles indicate that a supportive approach may prevent the escalation of negative behaviour and is always desirable before the use of more intrusive physical techniques. A key concept in behaviour management is prevention. The following approaches have been found effective in reducing the need for physical intervention and will be attempted whenever possible:</p> <ul style="list-style-type: none"> <li>• Create a supportive, child centered climate</li> <li>• General classroom management techniques</li> <li>• Use of positive reinforcement principles</li> <li>• Cooling off; space/time</li> <li>• Time out from routines</li> <li>• Active listening</li> <li>• Understanding/empathy</li> <li>• Modeling effective resolutions; social skills training</li> <li>• Problem-solving strategies/conflict resolution</li> <li>• Anger management/de-escalation</li> <li>• Conferencing with other staff or students</li> <li>• Physical redirection by guiding by hand or shoulder</li> <li>• Clarifying expectations</li> <li>• Restructuring the physical environment (i.e. all areas of the room are visible, keeping scissors out of reach)</li> <li>• Providing choices for students</li> <li>• Outlining consequences in a non-threatening, objective manner</li> <li>• Isolation of the student by removing others</li> <li>• Call for assistance</li> </ul> <p><b>2.2 Planning</b></p> <p>Some students require a more thorough and comprehensive review and planning for intervention process. The planning phase allows us to consider all of the areas that require more intensive long term planning.</p> <ul style="list-style-type: none"> <li>• Information Gathering – Pertinent information on the student should be known to the staff (i.e. Ontario Student Record), indicating whether the student has been involved in a containment (restraint) incident in the past, the student’s health condition, whether the student is taking medication and if so, whether the use of physical intervention would be an appropriate response, whether the student has an Individual Education Plan (IEP) containing a safety plan, the student’s age, developmental stage, social history, and any physical/medial, sensory, emotional concerns, etc.</li> </ul>	

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- Initiating the planning process is generally done after an incident or when receiving a student who may require additional planning – to prevent or prepare for future incidents.
- Planning should be completed as a team. Effective plans are developed through collaborative teamwork of the following: school administration, classroom staff, parents/guardian, student (where appropriate), community agency professionals, school board special education staff.
- The safety plan is the crisis response plan that is implemented by staff in situations where prevention and intervention strategies have been unsuccessful in preventing behaviour that presents an imminent safety risk. It provides clear guidelines regarding strategies to prevent injury to staff and/or students during an incident where a student’s behaviour presents a risk of injury to self and/or others.
- The safety plan should be contained within the child’s Individual Education Plan (IEP) and be reviewed on a regular/on-going basis.

While each plan varies depending on the needs and behaviour of the student, a plan may contain (but is not limited to) some of the following components:

- description of the behaviour
- indicators that risk of injury behaviour is imminent
- non-physical interventions that will be used to prevent behaviour
- identification of staff (or team) who will intervene if physical intervention is appropriate
- under what circumstances additional assistance will be called
- description of safety or personal protective equipment, if applicable
- communication procedures during and after an incident
- post-incident support and follow-up for both staff and student
- documentation to be completed

**2.3 Team Approach**

**2.3.1** Schools are encouraged to establish a Crisis Response Plan team that include members with Behaviour Management Systems Training (BMST).

A team approach is the safest approach to physical intervention. It reinforces professional conduct, provides witness to events and can function as de-escalation to confrontation. Team planning in a crisis or critical incident requires an orderly, organized and workable intervention. The following is an outline for developing a team approach:

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- Team Leader:
  - Is the first staff member on the scene of the crisis
  - Is the staff member who is the most directly involved with the student and incident
  - Is the staff member with the strongest rapport with the student in crisis
  - Is the staff member who is the most confident or centred to the crisis at that time
  - Should coordinate the intervention (containment) with other team member(s)
  - Monitors the situation; guides intervention
  - Gathers, directs and coordinates the team
- Supporting Team Member(s):
  - Accept(s) direction from the leader
  - Remove(s) on-lookers from the scene of the crisis
  - Assist(s) the leader directly with the intervention (containment)
  - Communicate(s) to the leader and other adults that the containment is occurring and express(s) the need for assistance

**2.4 Training**

The Nipissing-Parry Sound Catholic District School Board has provided training using certified instructors through the Behaviour Management Systems course since approximately 2006. Prior to that time, Crisis Prevention Institute provided training to board staff.

The **Behaviour Management Systems Training** - Ensuring Respectful Learning Environments program was developed by the Ontario Educational Services Corporation in co-operation with the Ministry of Education to assist educators with a behavioural intervention program tailored to the requirements and realities of schools settings. This program designed for educators, incorporates the latest information on child development and behaviour, as well as information on current relevant educational procedures and up to date outlines of legislative materials that have a direct bearing on enhancing desirable behaviour in schools. The BMST framework for understanding and influencing behaviour involves a four phase cycle: Planning Phase, Information Gathering Phase, Action Phase (including non-verbal, verbal, non-physical & physical interventions and containment strategies) and Review & Debriefing Phase. The in-class curriculum also includes: review of on-line materials, theoretical perspectives, educational context and legislation.

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- Training in the use of physical intervention will be required for educational assistants, teachers, early childhood educators and where appropriate, principals.
- Training in physical intervention as defined by Behaviour Management Systems (BMST) will be the acceptable training for non-violent crisis intervention.
- Persons should not use physical interventions unless they have completed a training program approved by the NPSCDSB. Skills should be updated regularly and the completion of the training documented in the personnel file.
- Staff members are encouraged to self-identify their need for training (to their principal).

### 3.0 STANDARDS FOR THE USE OF PHYSICAL INTERVENTION

#### 3.1 Safety First

In most situations, the use of physical intervention including the use of effective verbal and non-verbal interventions will cause crisis situations to de-escalate. Physical intervention should only be used after less intrusive interventions have been considered and utilized. Staff will use practices to safely inhibit the ability of the child to move freely as identified through *Behaviour Management Systems Training (BMST)* or other programs as used by the board, such as the *Prevention and Management of Aggressive Behaviour (PMAB)*, *Therapeutic Crisis Intervention (TCI)* or Nonviolent Crisis Intervention through the *Crisis Prevention Institute (CPI)*.

#### 3.2 Guidelines for Using Physical Intervention

- Physical intervention is to be used in situations where the safety of the student or other persons is immediately at risk.
- Physical intervention is to be used as a response to immediate safety concerns and after other methods have been considered.
- Physical intervention is not to be used as punishment or to force compliance.
- Physical intervention should be used after less intrusive interventions have been considered and deemed to be ineffective in ensuring the safety of the student or others.
- Whenever possible, other methods have been considered or employed to avoid the use of physical intervention.
- Whenever possible, physical intervention should occur away from other students to avoid an 'audience effect.'

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- Whenever possible, staff should call for back up and avoid using physical intervention alone (team approach).
- The circumstances under which physical intervention may be used (the decision to use physical intervention) should be considered on a case-by-case basis.
- Exceptions to these guiding principles, must be considered in consultation with parents/guardians and principal.

**3.3 Judgment**

When a decision has been made to use physical intervention, educated judgement is necessary to maintain a safe environment, as well as the level of confidence felt at the time of the incident. In making the decision about whether or not to use physical intervention, the following factors are relevant:

- Other crisis management techniques that have been attempted.
- The availability of support to the adult.
- Individual staff training, skill and confidence to intervene.
- The relationship to an individual student.
- Physical characteristics of staff/student (i.e.: age, size, gender, etc.).
- Logistics of the physical environment.
- Special needs of the student – sensitivity is required when using physical intervention with a student with special needs. For example, with students with a communication exceptionality (i.e. hearing or vision impairment), staff should ensure communication is possible during physical intervention. Students should be touched purposefully and with sensitivity after the intent to intervene physically has been clearly communicated verbally.

**NOTE:** Following the use of physical intervention techniques, personnel shall complete the **Safe Physical Intervention Incident Report** form and return it their supervisor (see Appendix A)

**4.0 ROLES AND RESPONSIBILITIES**

**4.1 Superintendent of Special Education**

- Reviews and monitors all reports documenting the use of physical intervention.

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**4.2 Principals**

- Ensure that all written policies and procedures on non-violent crisis intervention are available on site.
- Ensure that, where applicable, the Individual Education Plan (IEP) containing a Safety Plan is in place and team members are familiar with it.
- Ensure that those working with students are familiar with the policies and procedures at the time of hiring.
- Ensure that staff who deals on a regular basis with students who act out are trained and supervised in non-violent crisis intervention and best practices and that refresher training is offered on an ongoing basis.
- Review and monitor all incidents regarding the use of physical containment.
- Ensure that a debriefing process occurs with the staff, parents and student.
- Complete OSBIE Report (Ontario School Boards' Insurance Exchange), as applicable.
- Complete a 'Reporting of Workplace Violence Involving Employees' form, if applicable.
- A 'Safe Physical Intervention Incident Report' (Appendix A) shall be filed in the Ontario Student Record (OSR) and a copy forwarded to appropriate Superintendent of Education.

**4.3 Teachers**

- Identify their need for training in the use of Behaviour Management Systems Training (BMST).
- Record the safety plan, including the use of 'physical intervention' and in the student's Individual Education Plan (IEP) in consultation with parents.
- Know the safety plan contained in the IEP for each child, if applicable.
- Use de-escalation, re-direction, and verbal redirection.
- Utilize physical intervention according to methods defined in non-violent crisis intervention, as required.
- Immediately notify the principal or designated person in charge if a physical intervention has been used and complete the designated form (see Appendix A).
- Seek medical help if an injury has been sustained.
- Participate in debriefing to review the cause, concerns and/or feedback of staff members with an emphasis on prevention of re-occurrence of the incident.
- Discuss any changes to the Safety Plan contained in the IEP with all staff members, parents and student where applicable.

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<p><b>4.4 Educational Assistants (EA)</b></p> <ul style="list-style-type: none"> <li>• Identify their need for training in the use of Behaviour Management Systems Training (BMST).</li> <li>• Be familiar with the safety plan contained in the Individual Education Plan (IEP) for each child, if applicable.</li> <li>• Use de-escalation, re-direction, and verbal redirection.</li> <li>• Utilize physical intervention according to methods defined in BMST, as required.</li> <li>• Immediately notify the principal or designated person in charge if a physical intervention has been used and complete the Safe Physical Intervention Report (Appendix A).</li> <li>• Seek medical help if an injury has been sustained.</li> <li>• Complete necessary documentation.</li> <li>• Participate in debriefing to review the cause, concerns and/or feedback of staff members with an emphasis on prevention of re-occurrence of the incident.</li> </ul> <p><b>4.5 Early Childhood Educators (ECEs)</b></p> <ul style="list-style-type: none"> <li>• Identify their need for training in the use of Non-Violent Crisis Intervention techniques.</li> <li>• Be familiar with the safety plan contained in the Individual Education Plan (IEP) for each child, if applicable.</li> <li>• Use de-escalation, re-direction, and verbal redirection.</li> <li>• Utilize physical intervention according to methods defined in non-violent crisis intervention, as required.</li> <li>• Immediately notify the principal or designated person in charge if a physical intervention has been used and complete the Safe Physical Intervention Report (Appendix A).</li> <li>• Seek medical assistance if an injury has been sustained.</li> <li>• Participate in debriefing to review the cause, concerns and/or feedback of staff members with an emphasis on prevention of re-occurrence of the incident.</li> <li>• Participate in discussion to revise the Safety Plan contained in the Individual Education Plan (IEP) with all staff members, parents and student where possible.</li> </ul>	



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<p><b>4.6 Parents/Guardians</b></p> <ul style="list-style-type: none"> <li>• Share pertinent information with school staff, such as medical/developmental history, learning styles, strengths and needs, family’s educational priorities, etc.</li> <li>• Collaborate with school staff and community agencies to support programming to improve student behaviour.</li> <li>• Participate in the development of goals and objectives as related to their child’s success in the school environment.</li> <li>• Collaborate on the development of the IEP and safety plan.</li> <li>• Participate in planning meetings, case conferences, as applicable.</li> <li>• Be involved in the de-briefing process.</li> </ul> <p><b>4.7 Students</b></p> <ul style="list-style-type: none"> <li>• Be involved in the de-briefing process as appropriate.</li> </ul> <p><b>5.0 REVIEW AND DE-BRIEFING PROCESS</b></p> <p>It is important to recognize that behaviour incidents involving the use of physical intervention can place considerable stress on students and staff. Post incident procedures for staff that work with students whose behaviour presents safety risks will provide both an immediate response and assist in developing new prevention/intervention strategies. Students, where appropriate after having been allowed a time to cool down will be provided with the opportunity to participate in a debriefing session with the principal or designated teacher in charge.</p> <p>Effective procedures following the use of physical intervention led by the principal or designate should include:</p> <ul style="list-style-type: none"> <li>• Injury assessment</li> <li>• Re-assurance and follow-up for the student (re-establish positive rapport and communication with the student)</li> <li>• Ensure the details of the incident have been communicated to administration (principal)</li> <li>• Ensure parents have been made aware of the incident</li> <li>• Immediate staff debriefing</li> <li>• Complete documentation (see Appendix A)</li> <li>• Debrief and review the school team’s response to the incident.</li> <li>• Determine next steps as a school team in response to the incident.</li> <li>• Determine the ongoing staff support required (e.g. training, supervision, team meetings)</li> </ul>	

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**6.0 ADMINISTRATIVE PROCEDURES**

**6.1 Incident Reporting and Documentation**

When physical intervention techniques have been employed, the following steps shall be taken:

- The principal shall be notified as soon as possible.
- The parent/guardian shall be notified by the teacher or administration BEFORE the student returns home, or as soon as possible thereafter. Returning the student home in a safe manner shall be given first priority.
- Staff involved shall complete a Safe Physical Restraint Incident Report (Appendix A) within 24 hours of the incident and forward to their supervisor.
- If applicable, staff shall complete a Violent Incident Report within 24 hours of the incident and forward to their supervisor.
- If injury occurs to staff a Workplace Safety Insurance Board (WSIB) claim should be completed at the time of the incident.
- A copy of the Safe Physical Intervention Incident Report shall be forwarded to the appropriate Superintendent, the parent/guardian and retained in the student Ontario Student Record (O.S.R.).
- The information in the Safe Physical Intervention Incident Report shall be made available to the parent/guardian upon request of the parent/guardian.
- The principal shall ensure that reporting procedures of this policy are completed.

**6.2 Review Process**

Due to the intrusive nature of physical intervention techniques, annual review and evaluation of its use is necessary. The review process should examine:

- Compliance to the Administrative Procedures
- Data on the number of incidents where physical intervention was employed
- Reasons for using physical intervention
- Student data: (e.g. age, grade, program, gender)
- Data on staff using physical intervention techniques (e.g. staff position, panel)
- Training programs, prevention and physical intervention professional development opportunities.

The Review Process will be conducted by the Superintendent of Education for Special Education in consultation with appropriate staff annually.

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**REFERENCES AND RELATED DOCUMENTS**

- The Education Act and Regulations – Section 265, Reg. 298
- Nipissing-Parry Sound Mission and Vision Statement
- Criminal Code of Canada
- Safe Schools Policy
- Equity and Inclusive Education Policy
- Ontario Human Rights Code
- Occupational Health and Safety Act
- Health and Safety Board Policy
- Freedom of Information Act
- Suspensions/Expulsions
- Progressive Discipline
- NPSC Personal Protective Equipment Guidelines
- Behaviour Management Systems Training (BMST) Practitioner Workbook



**SAFE PHYSICAL INTERVENTION INCIDENT REPORT**

***This report is to be completed for every occurrence of physical intervention. It is to be submitted to the Principal of the school within one school day of the incident. A copy is forwarded to the Superintendent of Education.***

Student's Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Date and Time of Incident: \_\_\_\_\_

Date and Time Parent/Guardian Contacted: \_\_\_\_\_

**Type of Incident**

What student did:

- Hurt self (specify): \_\_\_\_\_
- Hurt others (specify): \_\_\_\_\_
- Damage Property (specify): \_\_\_\_\_
- Other (specify): \_\_\_\_\_

**Description of Incident**

Location: \_\_\_\_\_

Prior Events and Circumstances: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Procedure Employed: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Outcome: \_\_\_\_\_

Injuries to Students or Others: \_\_\_\_\_

Next Steps: \_\_\_\_\_

Staff Member(s) Involved: \_\_\_\_\_

Others Involved: \_\_\_\_\_

Witnesses: \_\_\_\_\_

\_\_\_\_\_  
Staff Signature/Initials

\_\_\_\_\_  
Date Submitted

\_\_\_\_\_  
Staff Signature/Initials

\_\_\_\_\_  
Date Submitted

***Distribution:***

***Superintendent of Education***

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